

EDU 601 Theoretical Foundations of Reading Instruction
Chapter Two Pretest/Posttest

- _____ 1. **How do teachers define who they are as teachers of reading?**
- a. Questioning
 - b. Self-examination
 - c. Reflection
 - d. All of the above
- _____ 2. **Which of the following characteristics is associated with a comprehensive reading program?**
- a. Sampling of methods
 - b. Grouping of disparate approaches
 - c. Informed philosophical stance
 - d. Two distinct, parallel approaches
- _____ 3. **Which characteristic is based on the bottom-up belief system?**
- a. Reading and writing connections
 - b. Use of context clues
 - c. Authentic writing
 - d. Letter-sound relationship
- _____ 4. **Identify the characteristic that is NOT based on the top-down belief system.**
- a. Using context clues
 - b. Allowing a choice of reading materials
 - c. Less emphasis on correcting word errors
 - d. Engaging in vocabulary activities before reading
- _____ 5. **Which descriptor is frequently associated with the basal reading approach?**
- a. Archaic
 - b. Eclectic
 - c. Inflexible
 - d. Ineffective
- _____ 6. **Which of the following approaches supports children working with their own language?**
- a. Integrated language arts
 - b. Basal reading
 - c. The language-experience approach
 - d. Literature-based instruction
- _____ 7. **Themes, units, inquiry-based project learning, and literature study are all characteristics of the _____ approach.**
- a. basal reading
 - b. language-experience
 - c. literature-based
 - d. integrated language arts

- _____ 8. In the _____ approach, students regulate their own reading and select reading based on interests.
- a. basal reading
 - b. language-experience approach
 - c. literature-based instruction
 - d. integrated language arts
- _____ 9. Which of the following are used in technology based instruction?
- a. E-mail
 - b. Wikis
 - c. Smart Boards
 - d. All of the above
- _____ 10. Which of the following is NOT a characteristic of comprehensive reading instruction?
- a. Drill and practice of alphabetic principle
 - b. Integration of reading and writing experiences
 - c. Scaffolded instruction in the use of skills and strategies
 - d. Meaningful and authentic reading and writing activities